July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron

Susan A. Gendron
Commissioner of Education

MEA
Maine Educational Assessment

School Report
Grade 5

Test Date: March 2009
Code: 12331623
SAU: MSAD 39
School: Hartford-Sumner Elementary Sch

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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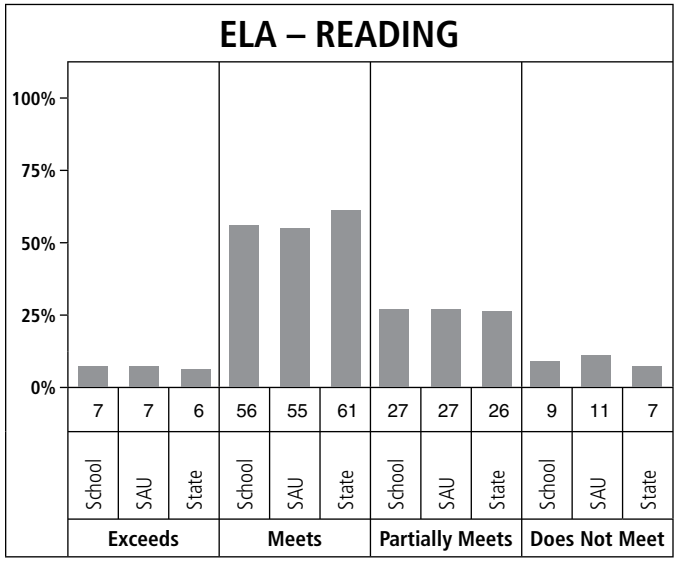
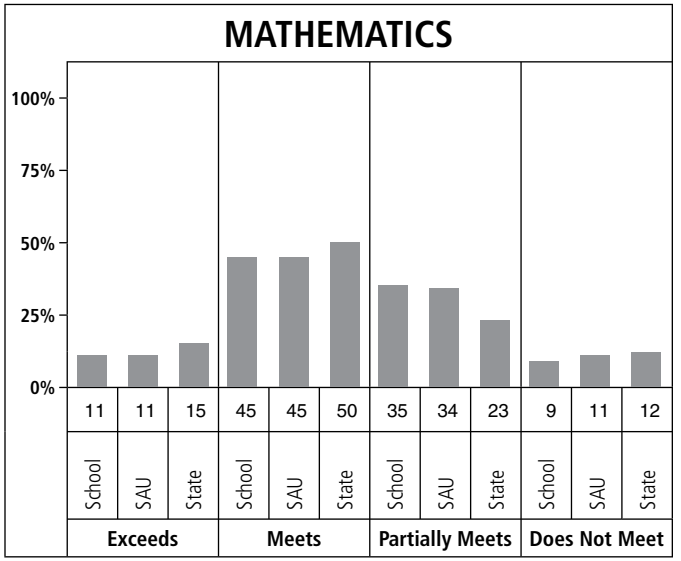
SUMMARY OF SCORES

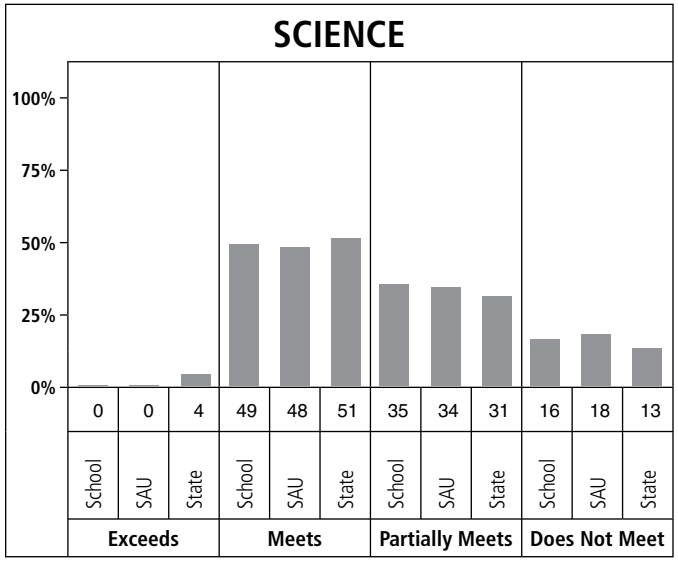
Test Date: March 2009
Grade: 5
SAU: MSAD 39
School: Hartford-Sumner Elementary Sch

Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	544	544	544
2007–2008	543	543	545
2008–2009	**545**	**545**	**546**
Cum. Avg.*	544	544	545
Mathematics			
2006–2007	544	544	546
2007–2008	539	539	546
2008–2009	**543**	**543**	**547**
Cum. Avg.*	542	542	546
Science			
2008-2009 **	**541**	**540**	**543**







*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.
**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 5
SAU: MSAD 39
School: Hartford-Sumner Elementary Sch

CATEGORY OF PARTICIPATION	Enrollment[1] during testing window						CONTENT AREA PARTICIPATION[2]																	
							ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	55	100	56	100	14212	100	55	100	56	100	14135	100	55	100	56	100	14144	100	55	100	56	100	14137	100
Ethnicity African American/Black	0	0	0	0	397	3	0	0	0	0	388	98	0	0	0	0	393	99	0	0	0	0	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	1	2	1	2	259	2	1	100	1	100	253	98	1	100	1	100	258	100	1	100	1	100	257	99
Hispanic	1	2	1	2	175	1	1	100	1	100	172	99	1	100	1	100	172	99	1	100	1	100	173	99
Caucasian/White	53	96	54	96	13271	93	53	100	54	100	13212	100	53	100	54	100	13211	100	53	100	54	100	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	11	20	12	21	2479	17	11	100	12	100	2454	100	11	100	12	100	2455	100	11	100	12	100	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	32	58	32	57	5848	41	32	100	32	100	5815	100	32	100	32	100	5819	100	32	100	32	100	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION[3]	ELA–Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	41	75	41	73	10849	76	43	78	43	77	10872	76	46	84	46	82	10976	77
Identified disability (PET/IEP)	3	7	3	7	298	3	2	5	2	5	307	3	3	7	3	7	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	2	5	2	5	123	1	2	5	2	5	121	1	2	4	2	4	126	1
Participation with accommodations	14	25	15	27	3122	22	12	22	13	23	3124	22	9	16	10	18	3019	21
Identified disability (PET/IEP)	8	57	9	60	1992	64	9	75	10	77	2000	64	8	89	9	90	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	6	43	6	40	907	29	3	25	3	23	886	28	1	11	1	10	826	27
Participation through alternate assessment (PAAP)	0	0	0	0	164	1	0	0	0	0	148	1	0	0	0	0	142	1
Identified disability (PET/IEP)	0	0	0	0	164	100	0	0	0	0	148	100	0	0	0	0	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	0	0	0	0	58	0	0	0	0	0	49	0	0	0	0	0	55	0

[1]Percents are the percentage of students enrolled in each participation category.
[2]Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.
[3]Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 39
School: Hartford-Sumner Elementary Sch

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in English language arts – reading.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	2	4	2	4	702	5
	2007-2008	0	0	0	0	659	5
	2008-2009	**4**	**7**	**4**	**7**	**836**	**6**
	Cum. Total*	6	4	6	4	2197	5
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	32	62	32	62	7730	55
	2007-2008	25	61	25	61	8195	58
	2008-2009	**31**	**56**	**31**	**55**	**8495**	**61**
	Cum. Total*	88	59	88	59	24420	58
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	14	27	14	27	4182	30
	2007-2008	11	27	11	27	3800	27
	2008-2009	**15**	**27**	**15**	**27**	**3667**	**26**
	Cum. Total*	40	27	40	27	11649	28
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	4	8	4	8	1419	10
	2007-2008	5	12	5	12	1362	10
	2008-2009	**5**	**9**	**6**	**11**	**973**	**7**
	Cum. Total*	14	9	15	10	3754	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	**48**	**100**	30.3	63.1	30.0	62.5	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	**24**	**50**	15.1	62.9	15.0	62.5	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	**24**	**50**	15.2	63.3	15.0	62.5	15.8	65.8

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-READING RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 39
School: Hartford-Sumner Elementary Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	55	4	7	31	56	15	27	5	9	545	56	7	55	27	11	545	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										0						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	1										1						252	11	58	21	11	547
Hispanic	1										1						166	4	54	32	10	543
Caucasian/White	53	4	8	30	57	15	28	4	8	545	54	7	56	28	9	545	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	5	45	4	36	2	18	540	12	0	42	33	25	539	2290	0	29	47	23	537
No	44	4	9	26	59	11	25	3	7	547	44	9	59	25	7	547	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	55	4	7	31	56	15	27	5	9	545	56	7	55	27	11	545	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	32	2	6	20	63	7	22	3	9	545	32	6	63	22	9	545	5716	2	51	35	12	542
No	23	2	9	11	48	8	35	2	9	545	24	8	46	33	13	544	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	55	4	7	31	56	15	27	5	9	545	56	7	55	27	11	545	13963	6	61	26	7	546
Gender																						
Female	31	3	10	18	58	9	29	1	3	548	31	10	58	29	3	548	6882	8	62	24	6	547
Male	24	1	4	13	54	6	25	4	17	542	25	4	52	24	20	542	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	55	4	7	31	56	15	27	5	9	545	56	7	55	27	11	545	12057	7	64	23	6	547
Gifted/talented program																						
Yes	5	4	80	1	20	0	0	0	0	564	5	80	20	0	0	564	450	26	72	2	0	557
No	50	0	0	30	60	15	30	5	10	543	51	0	59	29	12	543	13521	5	60	27	7	545

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

ELA-READING RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 39
School: Hartford-Sumner Elementary Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	1	100	528	2	0	0	0	100	528	4	2	40	34	24	540
B. less than one hour	75	4	10	21	51	13	32	3	7	545	73	10	51	32	7	545	70	6	63	26	6	546
C. one to two hours	24	0	0	10	77	2	15	1	8	547	23	0	77	15	8	547	24	7	61	26	6	546
D. more than two hours	0										2	0	0	0	100	526	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	38	2	10	13	62	4	19	2	10	548	38	10	62	19	10	548	36	10	67	18	5	549
B. good	42	2	9	14	61	7	30	0	0	546	43	8	58	29	4	545	47	5	62	27	6	546
C. fair	13	0	0	3	43	3	43	1	14	541	13	0	43	43	14	541	15	2	47	40	12	541
D. poor	7	0	0	1	25	1	25	2	50	534	7	0	25	25	50	534	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	31	1	6	9	53	5	29	2	12	545	32	6	50	28	17	544	31	9	65	20	5	548
B. They match some of what I have learned.	56	3	10	18	58	9	29	1	3	547	55	10	58	29	3	547	55	5	63	27	5	546
C. They match just a little of what I have learned.	11	0	0	3	50	1	17	2	33	537	11	0	50	17	33	537	10	3	45	38	14	542
D. There is no match.	2	0	0	1	100	0	0	0	0	544	2	0	100	0	0	544	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	20	0	0	5	45	4	36	2	18	540	20	0	45	36	18	540	16	3	49	32	15	542
B. about the same as my regular schoolwork	60	4	12	18	55	8	24	3	9	546	60	12	55	24	9	546	64	7	63	25	5	547
C. easier than my regular schoolwork	20	0	0	8	73	3	27	0	0	547	20	0	73	27	0	547	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	7	0	0	1	25	2	50	1	25	536	9	0	20	40	40	534	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	46	1	4	15	60	8	32	1	4	546	45	4	60	32	4	546	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	46	3	12	15	60	5	20	2	8	547	45	12	60	20	8	547	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	31	2	12	13	76	1	6	1	6	550	33	11	72	6	11	549	20	10	64	21	5	548
B. 20 minutes to an hour	52	2	7	13	46	10	36	3	11	544	51	7	46	36	11	544	56	7	65	24	5	547
C. less than 20 minutes	7	0	0	1	25	2	50	1	25	537	7	0	25	50	25	537	10	3	52	33	12	543
D. I rarely read at home.	9	0	0	3	60	2	40	0	0	541	9	0	60	40	0	541	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	28	1	7	6	40	7	47	1	7	543	27	7	40	47	7	543	25	3	53	33	11	543
B. six to ten pages	28	0	0	8	53	5	33	2	13	543	27	0	53	33	13	543	26	6	61	26	7	546
C. eleven or more pages	44	3	13	16	67	3	13	2	8	548	45	12	64	12	12	547	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	50	0	0	0	0	0	0	1	100	522	50	0	0	0	100	522						
D.	50	0	0	0	0	1	100	0	0	538	50	0	0	100	0	538						

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 39
School: Hartford-Sumner Elementary Sch

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in mathematics.		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	4	8	4	8	1711	12
	2007-2008	1	2	1	2	1617	12
	2008-2009	**6**	**11**	**6**	**11**	**2119**	**15**
	Cum. Total*	11	7	11	7	5447	13
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 542–560)	2006-2007	24	46	24	46	6778	48
	2007-2008	14	34	14	34	7284	52
	2008-2009	**25**	**45**	**25**	**45**	**7046**	**50**
	Cum. Total*	63	43	63	42	21108	50
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	18	35	18	35	3884	28
	2007-2008	16	39	16	39	3341	24
	2008-2009	**19**	**35**	**19**	**34**	**3193**	**23**
	Cum. Total*	53	36	53	36	10418	25
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	6	12	6	12	1683	12
	2007-2008	10	24	10	24	1778	13
	2008-2009	**5**	**9**	**6**	**11**	**1638**	**12**
	Cum. Total*	21	14	22	15	5099	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	**48**	**100**	22.9	47.7	22.7	47.3	25.5	53.1
A. Number	**18**	**38**	8.6	47.8	8.5	47.2	9.8	54.4
B. Data	**10**	**21**	4.5	45.0	4.5	45.0	5.2	52.0
C. Geometry	**10**	**21**	4.5	45.0	4.5	45.0	4.7	47.0
D. Algebra	**10**	**21**	5.3	53.0	5.2	52.0	5.7	57.0

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

MATHEMATICS RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 39
School: Hartford-Sumner Elementary Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	55	6	11	25	45	19	35	5	9	543	56	11	45	34	11	543	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										0						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	1										1						257	19	50	20	12	548
Hispanic	1										1						166	9	43	31	17	543
Caucasian/White	53	6	11	24	45	19	36	4	8	544	54	11	44	35	9	543	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	4	36	6	55	1	9	539	12	0	33	50	17	537	2307	3	32	32	33	536
No	44	6	14	21	48	13	30	4	9	544	44	14	48	30	9	544	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	55	6	11	25	45	19	35	5	9	543	56	11	45	34	11	543	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	32	4	13	13	41	12	38	3	9	543	32	13	41	38	9	543	5731	7	46	29	18	542
No	23	2	9	12	52	7	30	2	9	543	24	8	50	29	13	542	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	55	6	11	25	45	19	35	5	9	543	56	11	45	34	11	543	13988	15	50	23	12	547
Gender																						
Female	31	3	10	16	52	9	29	3	10	544	31	10	52	29	10	544	6889	14	51	23	12	546
Male	24	3	13	9	38	10	42	2	8	543	25	12	36	40	12	542	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	55	6	11	25	45	19	35	5	9	543	56	11	45	34	11	543	12078	17	52	21	10	548
Gifted/talented program																						
Yes	5	3	60	2	40	0	0	0	0	557	5	60	40	0	0	557	450	64	34	2	0	564
No	50	3	6	23	46	19	38	5	10	542	51	6	45	37	12	541	13546	14	51	23	12	546

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MATHEMATICS RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 39
School: Hartford-Sumner Elementary Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	1	100	524	2	0	0	0	100	524	4	8	38	26	28	539
B. less than one hour	75	5	12	16	39	16	39	4	10	543	73	12	39	39	10	543	70	15	52	23	10	547
C. one to two hours	24	1	8	9	69	3	23	0	0	546	23	8	69	23	0	546	24	15	51	23	11	547
D. more than two hours	0										2	0	0	0	100	508	2	9	37	24	30	539
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	17	3	33	6	67	0	0	0	0	553	19	30	60	0	10	549	34	28	50	14	8	552
B. good	37	3	16	9	47	6	32	1	5	544	36	16	47	32	5	544	45	11	54	24	10	546
C. fair	33	0	0	8	47	8	47	1	6	542	32	0	47	47	6	542	18	3	45	33	19	540
D. poor	13	0	0	2	29	3	43	2	29	535	13	0	29	43	29	535	3	1	29	41	29	535
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	22	1	8	3	25	7	58	1	8	541	23	8	23	54	15	539	38	22	52	19	7	550
B. They match some of what I have learned.	62	5	15	20	59	8	24	1	3	546	61	15	59	24	3	546	48	12	53	24	11	546
C. They match just a little of what I have learned.	13	0	0	2	29	4	57	1	14	539	13	0	29	57	14	539	11	6	40	30	24	540
D. There is no match.	4	0	0	0	0	0	0	2	100	524	4	0	0	0	100	524	3	6	26	29	38	534
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	20	1	10	3	30	4	40	2	20	541	19	10	30	40	20	541	17	7	42	30	21	540
B. about the same as my regular schoolwork	71	4	11	19	53	11	31	2	6	544	71	11	51	30	8	543	64	15	53	23	10	547
C. easier than my regular schoolwork	10	1	20	2	40	2	40	0	0	545	10	20	40	40	0	545	19	24	49	17	10	550
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	9	0	0	1	20	2	40	2	40	533	11	0	17	33	50	529	7	6	39	27	27	539
B. 30–45 minutes	31	1	6	7	41	8	47	1	6	541	30	6	41	47	6	541	28	9	49	28	15	544
C. 45–60 minutes	18	1	10	9	90	0	0	0	0	549	18	10	90	0	0	549	41	17	53	21	9	548
D. more than 60 minutes	42	4	17	8	35	9	39	2	9	545	41	17	35	39	9	545	24	21	51	20	8	549
How often do you use calculators in mathematics class?																						
A. almost every day	2	0	0	0	0	1	100	0	0	536	4	0	0	50	50	522	6	14	43	24	20	543
B. two or three days a week	5	0	0	2	67	1	33	0	0	544	5	0	67	33	0	544	24	17	52	21	10	548
C. two or three times each month	9	0	0	4	80	1	20	0	0	544	9	0	80	20	0	544	33	17	52	21	9	548
D. never or almost never	84	6	13	19	41	16	35	5	11	543	82	13	41	35	11	543	38	12	49	25	14	545
How often do you use hands-on materials in mathematics class?																						
A. almost every day	31	1	6	5	29	10	59	1	6	540	32	6	28	56	11	539	23	13	47	26	15	545
B. two or three days a week	29	3	19	9	56	4	25	0	0	548	29	19	56	25	0	548	31	17	52	21	10	548
C. two or three times each month	20	2	18	5	45	3	27	1	9	546	20	18	45	27	9	546	27	17	52	21	10	548
D. never or almost never	20	0	0	6	55	2	18	3	27	539	20	0	55	18	27	539	20	12	50	24	14	545
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	50	0	0	0	0	1	100	0	0	540	50	0	0	100	0	540						
D.	50	0	0	0	0	1	100	0	0	534	50	0	0	100	0	534						

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number

SCIENCE RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 39
School: Hartford-Sumner Elementary Sch

ACHIEVEMENT LEVEL DEFINITIONS The quality of a student's work at each achievement level reflects progress in attaining Maine's *Learning Results: Parameters for Essential Instruction* in science.		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	0	0	0	0	626	4
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	27	49	27	48	7187	51
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	19	35	19	34	4364	31
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	9	16	10	18	1818	13

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	**48**	**100**	27.9	58.1	27.6	57.5	29.2	60.8
D. The Physical Setting	**24**	**50**	12.4	51.7	12.3	51.3	12.9	53.8
E. The Living Environment	**24**	**50**	15.5	64.6	15.3	63.8	16.3	67.9

The MEA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: http://www.maine.gov/education/lres/pei/index.html.

Content Standard D. The Physical Setting
- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

Content Standard E. The Living Environment
- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

*Standards were set for the new grade 5 science assessment in May 2009 so no historical data are available.

MEA
Maine Educational Assessment

SCIENCE RESULTS
(CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 39
School: Hartford-Sumner Elementary Sch

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	55	0	0	27	49	19	35	9	16	541	56	0	48	34	18	540	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										0						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	1										1						256	5	51	27	17	542
Hispanic	1										1						167	1	40	37	22	539
Caucasian/White	53	0	0	26	49	19	36	8	15	541	54	0	48	35	17	541	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	11	0	0	4	36	5	45	2	18	539	12	0	33	42	25	537	2309	2	29	39	29	536
No	44	0	0	23	52	14	32	7	16	541	44	0	52	32	16	541	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	55	0	0	27	49	19	35	9	16	541	56	0	48	34	18	540	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	32	0	0	12	38	13	41	7	22	539	32	0	38	41	22	539	5729	2	42	37	20	539
No	23	0	0	15	65	6	26	2	9	543	24	0	63	25	13	542	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	55	0	0	27	49	19	35	9	16	541	56	0	48	34	18	540	13987	4	51	31	13	543
Gender																						
Female	31	0	0	13	42	11	35	7	23	540	31	0	42	35	23	540	6886	4	49	33	14	542
Male	24	0	0	14	58	8	33	2	8	542	25	0	56	32	12	541	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	55	0	0	27	49	19	35	9	16	541	56	0	48	34	18	540	12078	5	55	30	11	544
Gifted/talented program																						
Yes	5	0	0	4	80	1	20	0	0	551	5	0	80	20	0	551	450	25	72	2	1	557
No	50	0	0	23	46	18	36	9	18	540	51	0	45	35	20	539	13545	4	51	32	13	543

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. **N** = Number

MEA
Maine Educational Assessment

SCIENCE RESULTS
(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 39
School: Hartford-Sumner Elementary Sch

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	2	0	0	0	0	0	0	1	100	518	2	0	0	0	100	518	4	2	37	35	25	538
B. less than one hour	75	0	0	21	51	13	32	7	17	541	73	0	51	32	17	541	70	4	53	31	12	544
C. one to two hours	24	0	0	6	46	6	46	1	8	542	23	0	46	46	8	542	24	5	51	31	12	544
D. more than two hours	0										2	0	0	0	100	510	2	4	39	31	26	539
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	18	0	0	7	70	2	20	1	10	543	20	0	64	18	18	540	26	7	56	26	11	545
B. good	55	0	0	18	60	9	30	3	10	543	54	0	60	30	10	543	53	4	53	31	11	544
C. fair	22	0	0	1	8	7	58	4	33	534	21	0	8	58	33	534	18	2	41	39	17	540
D. poor	5	0	0	1	33	1	33	1	33	540	5	0	33	33	33	540	3	1	33	36	30	536
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	26	0	0	10	71	3	21	1	7	544	27	0	67	20	13	542	23	5	56	28	11	544
B. They match some of what I have learned.	39	0	0	10	48	8	38	3	14	541	38	0	48	38	14	541	48	5	52	31	12	544
C. They match just a little of what I have learned.	30	0	0	6	38	6	38	4	25	539	29	0	38	38	25	539	23	4	49	33	14	543
D. There is no match.	6	0	0	1	33	1	33	1	33	536	5	0	33	33	33	536	6	3	40	34	23	539
How difficult was the science part of this test?																						
A. more difficult than my regular schoolwork	36	0	0	7	39	7	39	4	22	540	37	0	37	37	26	538	23	5	48	31	16	543
B. about the same as my regular schoolwork	38	0	0	11	58	5	26	3	16	542	37	0	58	26	16	542	58	4	52	32	12	543
C. easier than my regular schoolwork	26	0	0	7	54	5	38	1	8	542	25	0	54	38	8	542	19	6	53	29	11	544
How often do you have science classes?																						
A. every day	44	0	0	13	54	6	25	5	21	541	45	0	52	24	24	539	33	5	51	31	14	543
B. a few times a week	25	0	0	9	64	4	29	1	7	544	25	0	64	29	7	544	45	4	52	32	11	544
C. once a week	9	0	0	1	20	4	80	0	0	540	9	0	20	80	0	540	8	4	50	30	16	542
D. a few times a month	22	0	0	4	33	5	42	3	25	539	21	0	33	42	25	539	15	4	52	30	14	543
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	29	0	0	8	50	6	38	2	13	542	29	0	50	38	13	542	30	3	48	35	14	542
B. I work in groups to design and conduct experiments.	13	0	0	4	57	1	14	2	29	541	14	0	50	13	38	537	23	2	43	37	18	540
C. I do a combination of A and B, mostly A.	35	0	0	7	37	9	47	3	16	540	34	0	37	47	16	540	27	6	58	26	9	546
D. I do a combination of A and B, mostly B.	24	0	0	8	62	3	23	2	15	541	23	0	62	23	15	541	21	6	58	27	10	545
How often do you make observations and collect data in science class?																						
A. a few times a week	58	0	0	17	53	10	31	5	16	542	59	0	52	30	18	541	47	4	51	32	12	543
B. a few times a month	16	0	0	4	44	5	56	0	0	543	16	0	44	56	0	543	27	5	54	30	11	544
C. once a month	7	0	0	1	25	2	50	1	25	537	7	0	25	50	25	537	10	5	49	30	15	543
D. never or almost never	18	0	0	5	50	2	20	3	30	538	18	0	50	20	30	538	15	3	48	32	16	542
How often do you use observations and data to support your idea about science?																						
A. a few times a week	41	0	0	10	45	6	27	6	27	539	42	0	43	26	30	538	46	4	52	32	12	543
B. a few times a month	28	0	0	9	60	6	40	0	0	545	27	0	60	40	0	545	28	5	53	30	12	544
C. once a month	7	0	0	2	50	1	25	1	25	540	7	0	50	25	25	540	11	4	47	34	15	542
D. never or almost never	24	0	0	6	46	5	38	2	15	541	24	0	46	38	15	541	15	4	50	30	16	542
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	50	0	0	0	0	1	100	0	0	540	50	0	0	100	0	540						
D.	50	0	0	0	0	1	100	0	0	532	50	0	0	100	0	532						

E = Exceeds the Standards **M = Meets the Standards** **P = Partially Meets the Standards** **D = Does Not Meet the Standards**
N = Number